



BEREA ELEMENTARY

100 Berea Drive
Greenville, SC 29617

GRADES K-5 Elementary School

ENROLLMENT 533 Students

PRINCIPAL Patricia Booker-Christy 864-294-4321

SUPERINTENDENT Dr. Phinnize J. Fisher 864-241-3456

BOARD CHAIR Tommie Reece 864-271-3619



THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
2	39	54	5	0

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

YES

This school met 27 out of 27 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Below Average	N/A
2002	Average	Unsatisfactory	N/A
2003	Average	Unsatisfactory	No
2004	Average	Unsatisfactory	Yes

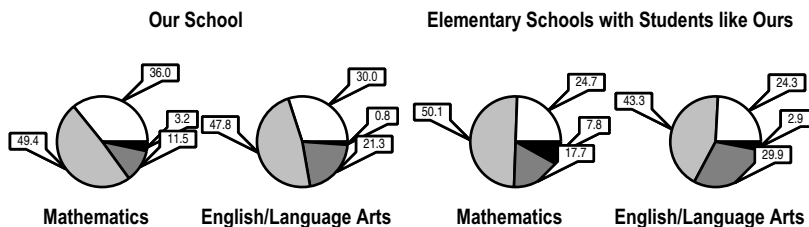
DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

61.2%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	281	99.6	28.6	45.5	20.7	5.3	35.0	Yes	Yes
Gender									
Male	135	100.0	33.1	46.5	14.2	6.3	29.1		
Female	146	99.3	24.5	44.6	26.6	4.3	40.3		
Racial/Ethnic Group									
White	128	100.0	17.9	52.0	23.6	6.5	43.1	Yes	Yes
African-American	86	98.8	38.8	40.0	16.3	5.0	25.0	Yes	Yes
Asian/Pacific Islanders	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	66	100.0	37.1	38.7	21.0	3.2	32.3	Yes	Yes
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	215	100.0	26.0	48.0	25.0	1.0	34.3		
Disabled	66	98.5	37.1	37.1	6.5	19.4	37.1	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	281	99.6	28.6	45.5	20.7	5.3	35.0		
English Proficiency									
Limited English Proficient	51	100.0	40.4	34.0	23.4	2.1	34.0	I/S	Yes
Non-Limited English Proficient	230	99.6	26.0	47.9	20.1	5.9	35.2		
Socio-Economic Status									
Subsidized meals	182	100.0	34.7	43.8	14.8	6.8	29.5	Yes	Yes
Full-pay meals	99	99.0	16.7	48.9	32.2	2.2	45.6		

Mathematics - State Performance Objective = 15.5%									
All Students	281	100.0	34.2	47.0	11.3	7.5	31.6	Yes	Yes
Gender									
Male	135	100.0	33.9	45.7	11.8	8.7	32.3		
Female	146	100.0	34.5	48.2	10.8	6.5	30.9		
Racial/Ethnic Group									
White	128	100.0	27.6	48.8	13.0	10.6	39.0	Yes	Yes
African-American	86	100.0	46.3	38.8	8.8	6.3	18.8	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	66	100.0	32.3	53.2	11.3	3.2	33.9	Yes	Yes
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	215	100.0	32.4	52.0	12.3	3.4	31.4		
Disabled	66	100.0	40.3	30.6	8.1	21.0	32.3	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	281	100.0	34.2	47.0	11.3	7.5	31.6		
English Proficiency									
Limited English Proficient	51	100.0	34.0	55.3	8.5	2.1	31.9	I/S	Yes
Non-Limited English Proficient	230	100.0	34.2	45.2	11.9	8.7	31.5		
Socio-Economic Status									
Subsidized meals	182	100.0	41.5	40.9	10.8	6.8	29.0	Yes	Yes
Full-pay meals	99	100.0	20.0	58.9	12.2	8.9	36.7		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	91	100.0	22.4	44.7	29.4	3.5	32.9
	Grade 4	99	100.0	33.3	45.6	21.1	N/A	21.1
	Grade 5	75	100.0	39.2	50.0	10.8	N/A	10.8
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	105	100.0	26.0	40.0	32.0	2.0	34.0
	Grade 4	74	100.0	33.3	51.4	15.3	N/A	15.3
	Grade 5	102	99.0	27.7	61.4	10.9	N/A	10.9
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	91	100.0	29.4	50.6	17.6	2.4	20.0
	Grade 4	99	100.0	42.9	34.1	17.6	5.5	23.1
	Grade 5	75	100.0	44.6	40.5	12.2	2.7	14.9
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	105	100.0	26.0	61.0	10.0	3.0	13.0
	Grade 4	74	100.0	40.3	50.0	6.9	2.8	9.7
	Grade 5	102	100.0	39.2	44.1	13.7	2.9	16.7
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 533)				
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	100.0%
Retention rate	4.2%	Up from 3.6%	3.5%	2.7%
Attendance rate	96.5%	Down from 96.6%	96.2%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	3.2%		5.2%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	3.2%		3.6%	3.5%
Eligible for gifted and talented	5.8%	Down from 12.7%	11.4%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	13.2%	No change	9.2%	8.2%
Older than usual for grade	1.3%	Down from 1.7%	1.3%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.2%	Down from 3.3%	0.0%	0.0%
Teachers (n= 39)				
Teachers with advanced degrees	25.6%	Down from 28.9%	47.6%	51.4%
Continuing contract teachers	84.6%	Up from 81.6%	88.2%	87.5%
Highly qualified teachers**	97.2%	N/A	95.8%	95.0%
Teachers with emergency or provisional certificates	0.0%		0.0%	0.0%
Teachers returning from previous year	87.3%	Down from 91.8%	86.4%	86.7%
Teacher attendance rate	95.5%	Down from 98.2%	94.6%	94.9%
Average teacher salary	\$38,895	Up 0.9%	\$40,004	\$40,760
Prof. development days/teacher	16.1 days	Up from 5.0 days	12.9 days	12.4 days

School

Principal's years at school	6.0	Up from 4.0	3.5	4.0
Student-teacher ratio in core subjects	21.3 to 1	Up from 20.2 to 1	18.5 to 1	18.9 to 1
Prime instructional time	90.5%	Down from 94.2%	89.5%	90.0%
Dollars spent per pupil*	\$5,074	Down 5.8%	\$6,024	\$6,044
Percent of expenditures for teacher salaries*	69.7%	Up from 66.8%	66.0%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	93.2%	92.0%
Highly qualified teachers in high poverty schools**	93.7%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Berea Elementary is a 4-K through grade 5 public school located in a low socioeconomic area in the Northwestern part of Greenville County. At the present time, our student enrollment is made up of 17% Hispanic students, 50% Caucasian students, 32% African-American students and <1% students classified as "Other." We have observed a change in our Hispanic enrollment from 33 students in 2001 to 136 in 2004. This population trend has made it necessary for our school staff to adapt to the diversity of this community; therefore, our school was selected by our school district to implement a Teaching English for Students of Other Languages Program. In addition, the growing needs of the community are evident in the trends shown by our Free/Reduced Lunch Rate. In less than a decade, our poverty rate has increased by approximately 30% to the current rate of 69%. Because of these changes in our school population, Berea Elementary is a Title I School.

The Palmetto Achievement Challenge Test (PACT) scores showed that the percentage of students performing Below Basic and Basic increased from 2001-2003, causing Proficient and Advanced categories to decrease. Our Educable Mentally Disabled class took PACT off-grade level, which automatically qualified them as Below Basic. Due to the deficiencies in writing, our need is to improve this area of language development. A strong writing model will support higher order thinking skills. An extended day program will offer students varied opportunities for academic acceleration.

A three-year study of PACT and ITBS indicates that although math is a stronger area, we have had contradictory performance by grade levels and subgroups. Longitudinally, the percentages of students scoring Proficient and Advanced on PACT have decreased; Basic and Below Basic have increased. Our school-wide plan and activities will include strategies that have a proven record of effectiveness for the instruction of math.

Even with these challenges, we successfully began 6 ESOL classes - one at each grade level. Our trainable mentally disabled students all scored Advanced or Proficient on PACT-ALT. We had more students in grades 3 through 5 to make school honor roll.

A successful after-school program in reading and math for 3-4-5 grade students was implemented and culminated with students receiving novels and math games for their home use.

Patricia Booker-Christy, Principal
Barbara Bingham, SIC Chair

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	40	81	58
Percent satisfied with learning environment	72.5%	74.7%	67.9%
Percent satisfied with social and physical environment	77.5%	80.0%	78.6%
Percent satisfied with home-school relations	45.0%	74.7%	60.0%

*Only students at the highest elementary school grade level at this school and their parents were included.